This Page Is Inserted by IFW Operations
and is not a part of the Official Record

BEST AVAILABLE IMAGES

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

IMAGES ARE BEST AVAILABLE COPY.

As rescanning documents *will not* correct images, please do not report the images to the Image Problem Mailbox.

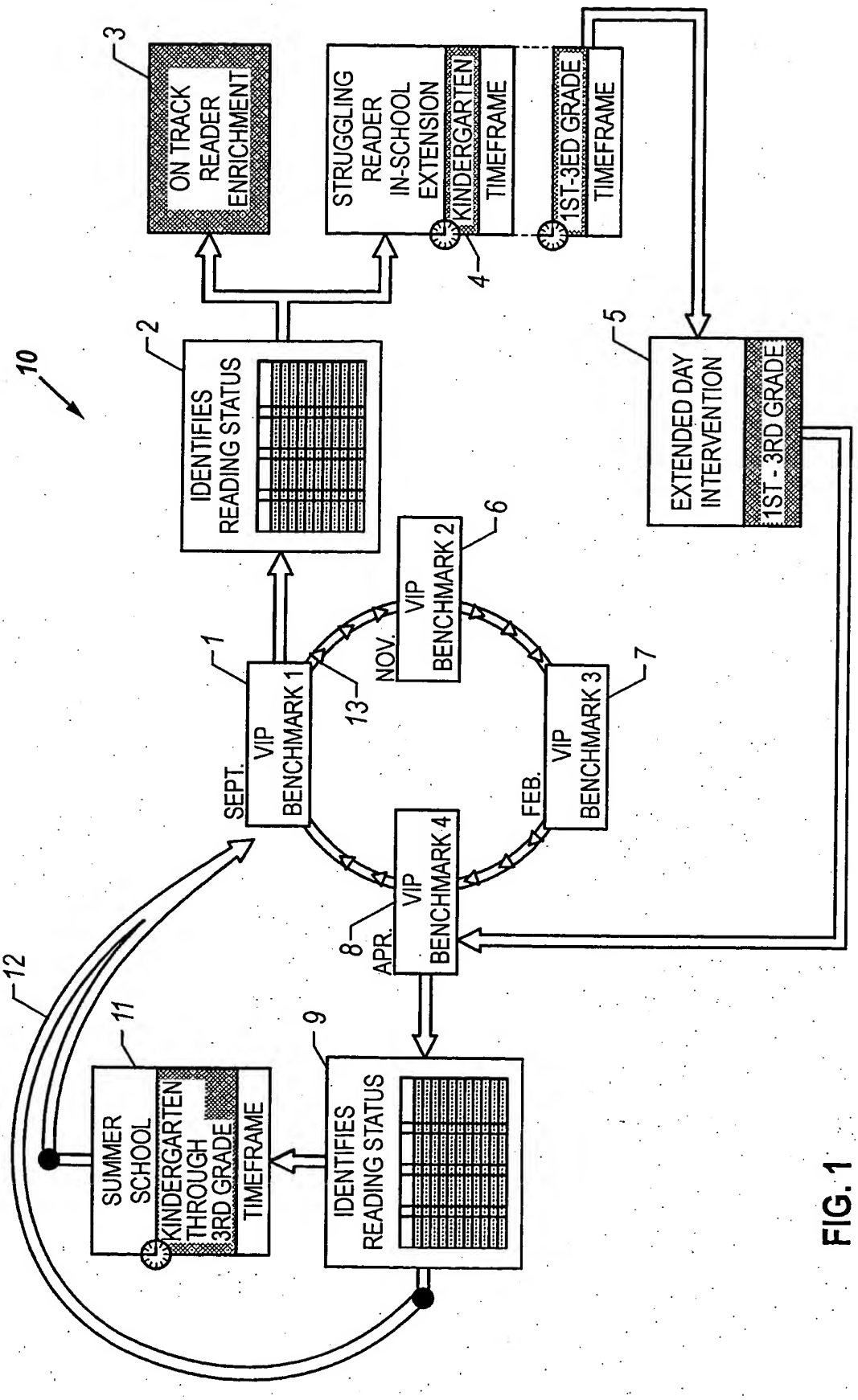

10
1
VIP BENCHMARK 1
SEPT.
2
IDENTIFIES READING STATUS
3
ON TRACK READER ENRICHMENT
4
STRUGGLING READER IN-SCHOOL EXTENSION
KINDERGARTEN TIMEFRAME
1ST-3ED GRADE TIMEFRAME
5
EXTENDED DAY INTERVENTION
1ST - 3RD GRADE
6
VIP BENCHMARK 2
NOV.
7
VIP BENCHMARK 3
FEB.
8
VIP BENCHMARK 4
APR.
9
IDENTIFIES READING STATUS
11
SUMMER SCHOOL
KINDERGARTEN THROUGH 3RD GRADE TIMEFRAME
12
13

FIG. 1

Fluency Test	Literacy Indicators
Initial Sound Fluency Phoneme Segmentation Fluency	Phonological Awareness
Nonsense Word Fluency	Alphabetic Principle
Reading Connected Text	Accuracy and Fluency with Connected Text
Letter-naming Fluency	Risk Indicator that acquisition of crucial skills may be difficult

FIG. 2

Progress Monitoring

Phoneme Segmentation Fluency

Short Form Instructions

For more detailed instructions, see the VIP Manual.

I will say a word. After I say it, you tell me all the sounds in the word. If I say *man*, you would say /m/ /a/ /n/. Let's try one. (1-second pause) **Tell me the sounds in *sat*.**

CORRECT RESPONSE: If student says /s/ /a/ /t/, you say:	INCORRECT RESPONSE: If student gives any other response, you say:
Very good.	**The sounds in *sat* are /s/ /a/ /t/. It's your turn. Tell me the sounds in *sat*.**

OK. Here is your first word.

FIG. 3A

Progress Monitoring 1

Student Name_____

Phoneme Segmentation Fluency Record Sheet

15 test	16 /t/ /e/ /s/ /t/	make	/m/ /ai/ /k/	17 _____ /7
sight	/s/ /ie/ /t/	do	/d/ /oo/	_____ /5
goose	/g/ /oo/ /s/	got	/g/ /o/ /t/	_____ /6
team	/t/ /ea/ /m/	phone	/f/ /oa/ /n/	_____ /6
race	/r/ /ai/ /s/	bath	/b/ /a/ /th/	_____ /6
beast	/b/ /ea/ /s/ /t/	tear	/t/ /ea/ /r/	_____ /7
splash	/s/ /p/ /l/ /a/ /sh/	sad	/s/ /a/ /d/	_____ /8
hopped	/h/ /o/ /p/ /t/	way	/w/ /ai/	_____ /6
wiped	/w/ /ie/ /p/ /t/	light	/l/ /ie/ /t/	_____ /7
found	/f/ /ow/ /n/ /d/	there	/TH/ /ai/ /r/	_____ /7
duck	/d/ /u/ /k/	save	/s/ /ai/ /v/	_____ /6
been	/b/ /e/ /n/	neck	/n/ /e/ /k/	_____ /6

Total: _____ 18

Notes:

FIG. 3B

	Benchmark Period 1		
	Letter Naming Fluency	Nonsense Word Fluency	Phoneme Segmentation Fluency
Barker, Jonathan	45	40	
Bingham, Roland	85	38	
Blaylock, Ronald	36	22	
Davis, Steve	37		
Escalante, Juliette	56		
Fitzgerald, Dante	63		
Gonzales, Pablo	4		
Hamilton, Nancy	21		
Hall, Richard	7		
Hamilton, Shanelle	36		

FIG. 4A

Student	BENCHMARK PERIOD 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Appleton, Desarey	8	22	25	26	33		
Battleby, Devin	57						
Berch, Jessica	68						
Damian, Del	5	8	11	13	19		
Denton, Kyle	78						
Dulus, Tanya	6	12	15	18	22		
Ether, Austin	46						
Faring, Melissa	33				36		
Hunter, Christian	23				31		

FIG. 4B

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

21 Kindergarten	Big Idea in Literacy (23)	Range (24)	Percentile Rank or Score (25)	Struggling (26)	Emerging (27)	On Track (28)
Benchmark One						
(1) Initial Sound Fluency	P.A.	0-80	Score	0-5	6 to 10	11+
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 39%	40% and up
Benchmark Two						
(1) Initial Sound Fluency	P.A.	0-80	Score	0-5	6 to 10	11+
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 39%	40% and up
Benchmark Three						
(1) Initial Sound Fluency	P.A.	0-80	Score	0 to10	11 to 25	26+
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 20%	40% and up
(3) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to10	11 to 34	35+
Benchmark Four						
(1) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to10	11 to 34	35+
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 20%	40% and up
(3) Nonsense Word Fluency	P.A.	0-200	Score	0 to19	20 to 39	40+

22

FIG. 5A

First Grade	Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One						
(1) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 To 10	11 To 34	35+
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 To 20%	21 To 20%	40% And Up
(3) Nonsense Word Fluency	A.P.	0-200	Score	0 To 19	20 To 39	40+
Benchmark Two						
(1) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 To 10	11 To 34	35+
(2) Nonsense Word Fluency	A.P.	0-200	Score	0 To 19	20 To 39	40+
(3) Reading Connected Text 1	A/F Text	0-300	Score	0 To 19	20 To 39	40+
Benchmark Three						
(1) Nonsense Word Fluency	A.P.	0-200	Score	0 To 19	20 To 39	40+
(2) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 To 10	11 To 34	35+
(3) Reading Connected Text 1	A/F Text	0-300	Score	0 To 19	20 To 39	40+
Benchmark Four						
(1) Reading Connected Text 1	A/F Text	0-300	Score	0 To 19	20 To 39	40+
(2) Nonsense Word Fluency	A.P.	0-200	Score	0 To 19	20 To 39	40+
(3) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 To 10	11 To 34	35+

FIG. 5B

Second Grade	Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One						
(1) Reading Connected Text 2	A/F Text	0-300	Score	0-19	20-39	40+
(2) Nonsense Word Fluency*	A.P.	0-200	Score	0 to 19	20 to 39	40+
(3) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to 10	11 to 34	35+
Benchmark Two						
(1) Reading Connected Text 2	A/F Text	0-300	Score	0 to 25	26 to 59	60+
Benchmark Three						
(1) Reading Connected Text 2	A/F Text	0-300	Score	0 to 30	31 to 69	70+
Benchmark Four						
(1) Reading Connected Text 2	A/F Text	0-300	Score	0-40	41-89	90+

Big Ideas in Literacy
P.A.= Phonological Awareness
A.P.= Alphabetic Principle
A/F Text=Accuracy and Fluency with Connected Text

FIG. 5C

TITLE: Method and System for Preventing Illiteracy in Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

Third Grade	Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One						
(1) Reading Connected Text 3	A/F Text	0-300	Score	0 to 40	41-89	90+
(2) Nonsense Word Fluency*	A.P.	0-200	Score	0 to 19	20 to 39	40+
(3) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to 10	11 to 34	35+
Benchmark Two						
(1) Reading Connected Text 3	A/F Text	0-300	Score	0 to 40	41 to 94	95+
Benchmark Three						
(1) Reading Connected Text 3	A/F Text	0-300	Score	0 to 45	46 to 99	100+
Benchmark Four						
(1) Reading Connected Text 3	A/F Text	0-300	Score	0to 70	71 to 109	110+

FIG. 5D

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

Class Reading Status
Campus1 - First Grade
Report accurate as of 03-25-2002 03:34

Mary Washington's First Grade Class

Benchmark Period 1
24 Students

31 Student	32 Letter Naming Fluency SCORE	32 Letter Naming Fluency Risk Indicator Status	33 Nonsense Word Fluency SCORE	33 Nonsense Word Fluency Struggling: 0-19 Emerging: 20-39 On Track: 40+ Status	34 Phoneme Segmentation Fluency SCORE	34 Phoneme Segmentation Fluency Struggling: 0-10 Emerging: 11-34 On Track: 35+ Status	35 Overall Status
Barker, Jonathan S	45	On Track	22	Emerging	40	On Track	On Track
Bingham, Roland	65	On Track	72	On Track	38	On Track	On Track
Blaylock, Ronald S	36	On Track	30	Emerging	22	Emerging	Emerging
Davis, Steve S	37	On Track	25	Emerging	31	Emerging	Emerging
Escalante, Juliette S	56	On Track	22	Emerging	24	Emerging	Emerging
Fitzgerald, Dante S	63	On Track	44	Emerging	44	On Track	On Track
Gonzales, Pablo S	8	Struggling	2	Struggling	13	Emerging	Emerging
Habelton, Nancy S	21	Struggling	12	Struggling	38	On Track	On Track
Hall, Richard S	7	Struggling	1	Struggling	3	Struggling	Struggling
Hamilton, Shanelle	38	On Track	22	Emerging	33	Emerging	Emerging
Hover, Eric S	34	On Track	31	Emerging	28	Emerging	Emerging
Jackson, William S	38	On Track	27	Emerging	3	Struggling	Emerging
Keaton, Stephana S	33	On Track	18	Struggling	8	Struggling	Struggling
Love, Reginald S	44	On Track	31	Emerging	45	On Track	On Track
Martin, Jose S	25	Emerging	33	Emerging	37	On Track	On Track
Narvaez, Sally S	22	Struggling	5	Struggling	20	Emerging	Emerging
Orlando, Buck S	56	On Track	18	Struggling	22	Emerging	Emerging
Rigley, Regina	77	On Track	11	Struggling	41	On Track	On Track
Sanchez, Emily S	35	On Track	16	Struggling	17	Emerging	Emerging
Silva, Sophie S	63	On Track	47	On Track	39	On Track	On Track
Smith, Mark S	27	Emerging	23	Emerging	32	Emerging	Emerging
Stannell, George S	27	Emerging	29	Emerging	33	Emerging	Emerging
Vasquez, Octavio S	23	Emerging	15	Struggling	9	Struggling	Struggling
Webster, Anand S	26	Emerging	26	Emerging	7	Struggling	Emerging

FIG. 6A

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

Seacastles: Benchmark 1

Overall Reading Status is determined using Phonemic Segmentation Fluency and Nonsense Word Fluency as primary indicators. Letter Naming Fluency is factored in as an indicator of nsk.

Struggling Reader

- Limit the struggling reader group to no more than six students for the daily Reading Sation lessons.
- Provide multiple opportunities for each child to respond
- Identify small groups of struggling readers and spend an additional 10-15 minutes using the Struggling Reader intervention component in Lessons 11-35
- Administer PSF and NWF measures each week to monitor progress.
- Use Assessment Checkpoint 1 and observations from the NEF and PSF measures to identify specific difficulties. to address these difficulties
- Provide additional instruction for Phonological Awareness with problems of blending or segmenting, you may use:

-models: 3 and 4
-games: 9 and 11
consult the index of essential reading skills for further suggestions

- Provide additional instruction for Alphabetic Principle with specific letter sounds, you may use:

-Models: 2 and 5
-Games: 10 and 1-8 (using the sound component)
Consult the index of Essential Reading Skills for further suggestions

- Place struggling reader in the Voyager extended day program, *Beginnings*.
- Homestudy. Parents play one of the following games daily: Concentration Games, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily and to support their students participation in the Voyager extended day program, *Beginnings*.

Emerging Reader

For low scoring emerging readers (11-20 on PSF or 0-20 on NWF):

- Provide the Struggling Reader Intervention component of Lessons 11-35.
  - For all emerging readers:
    - Provide multiple opportunities for each child to respond.
    - Administer PSF and NWF measures once per month to monitor progress
    - Homestudy: Parents play one of the following games daily: Concentration Game, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily.

On Track Reader

- Maintain your current lesson implementation.
- Emphasize alphabetic principle skills.
- Homestudy: Ask parents to read with their student daily, listen to their child read, or use adventure related library books to challenge their reading

FIG. 6B

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

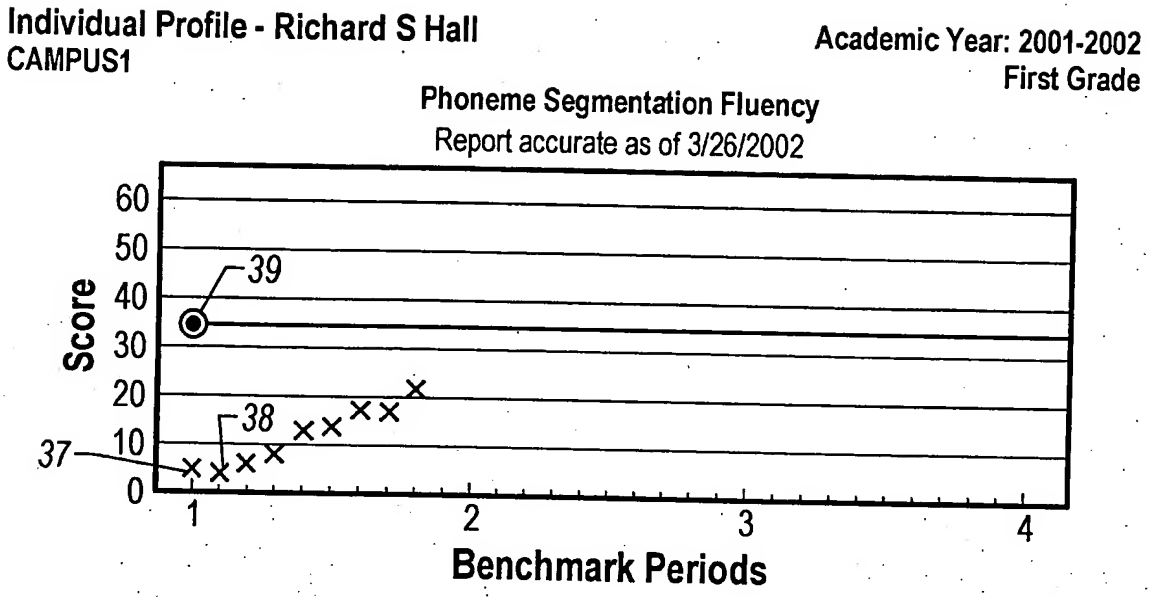

Individual Profile - Richard S Hall
CAMPUS1
Academic Year: 2001-2002
First Grade
Phoneme Segmentation Fluency
Report accurate as of 3/26/2002
Score
60
50
40
30
20
10
0
39
38
37
1
2
3
4
Benchmark Periods

FIG. 7

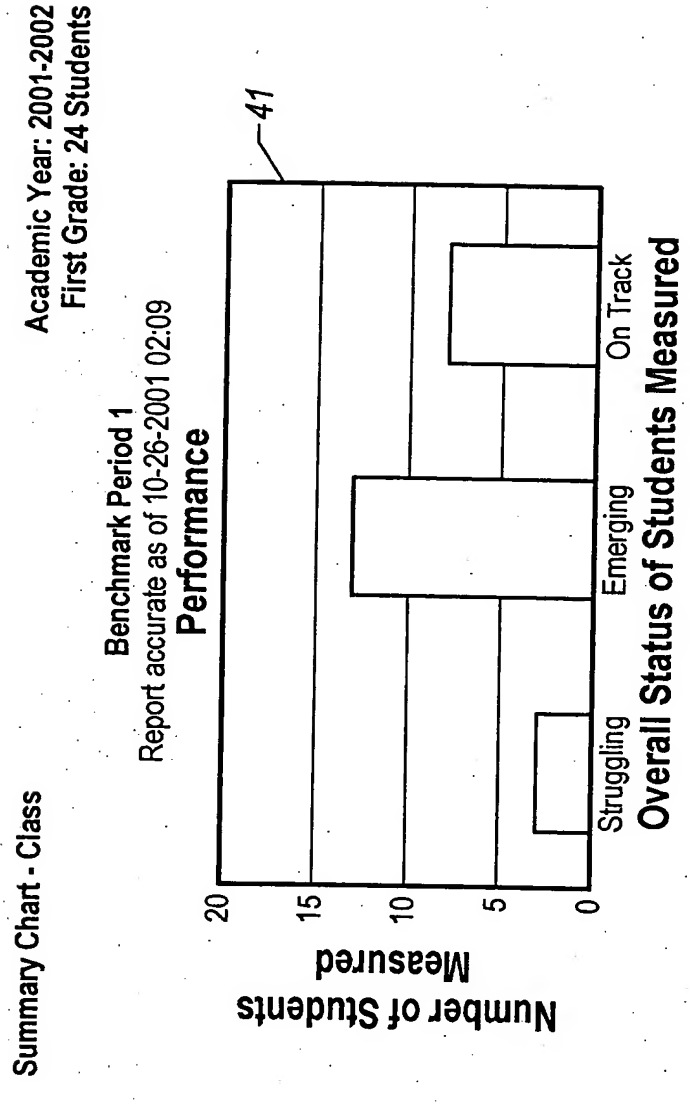

Summary Chart - Class
Academic Year: 2001-2002
First Grade: 24 Students
Benchmark Period 1
Report accurate as of 10-26-2001 02:09
Performance
41
Number of Students Measured
20
15
10
5
0
Struggling
Emerging
On Track
Overall Status of Students Measured
42
Class Reading Status
Struggling
Emerging
On Track
Students Measured
Total Students
Entire Class
12% (3)
54% (13)
33% (8)
24
24

FIG. 8A

Seacastles: Benchmark 1

Overall Reading Status is determined using Phonemic Segmentation Fluency and Nonsense Word Fluency as primary indicators. Letter Naming Fluency is factored in as an indicator of nsk.

Struggling Reader

- Limit the struggling reader group to no more than six students for the daily Reading Sation lessons.
- Provide multiple opportunities for each child to respond
- Identify small groups of struggling readers and spend an additional 10-15 minutes using the Struggling Reader intervention component in Lessons 11-35
- Administer PSF and NWF measures each week to monitor progress.
- Use Assessment Checkpoint 1 and observations from the NEF and PSF measures to identify specific difficulties. to address these difficulties
- Provide additional instruction for Phonological Awareness with problems of blending or segmenting, you may use:

-models: 3 and 4
-games: 9 and 11
consult the index of essential reading skills for further suggestions

- Provide additional instruction for Alphabetic Principle with specific letter sounds, you may use:

-Models: 2 and 5
-Games: 10 and 1-8 (using the sound component)
Consult the index of Essential Reading Skills for further suggestions

- Place struggling reader in the Voyager extended day program, *Beginnings.*
- Homestudy. Parents play one of the following games daily: Concentration Games, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily and to support their students participation in the Voyager extended day program, *Beginnings.*

Emerging Reader

For low scoring emerging readers (11-20 on PSF or 0-20 on NWF):

- Provide the Struggling Reader Intervention component of Lessons 11-35.
  - For all emerging readers:
    - Provide multiple opportunities for each child to respond.
    - Administer PSF and NWF measures once per month to monitor progress
    - Homestudy: Parents play one of the following games daily: Concentration Game, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily.

On Track Reader

- Maintain your current lesson implementation.
- Emphasize alphabetic principle skills.
- Homestudy: Ask parents to read with their student daily, listen to their child read, or use adventure related library books to challenge their reading

FIG. 8B

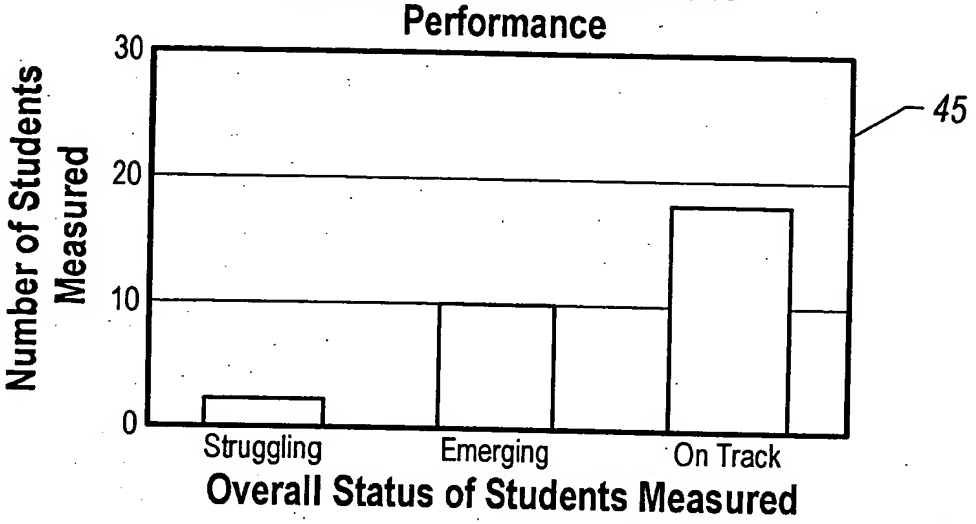
43

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

Summary Chart - School
CAMPUS2
JOSEPH CONRAD

Academic Year: 2001-2002
First Grade: 2 Classes 30 Students

Benchmark Period 1
Report accurate as of 10-28-2001 03:12



School Reading Status

46

Classes	Struggling	Emerging	On Track	Students Measured	Total Students
Entire Class	7% (2)	33% (10)	60% (18)	30	30
Class 1-first	7% (1)	47% (7)	47% (7)	15	15
Class 2-first	7% (1)	20% (3)	73% (11)	15	15

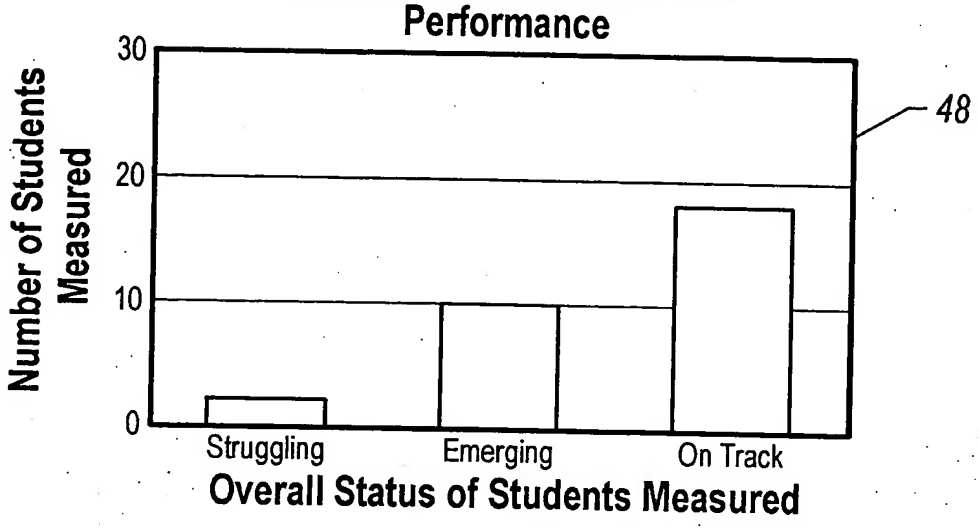
The data above represents the overall status for your campus at Benchmark Period 1. Please consult the Class Reading Status report for instructions on how to support struggling, emerging, and established readers.
Finalization for First Grade: Benchmark Period 2 will occur on October 12th. Finalization for Kindergarten: Benchmark Period 1 will also occur on October 12th.

FIG. 9

Summary Chart - District
DISTRICT1
FRANCES CAPORELLO

Academic Year: 2001-2002
First Grade: 4 Classes 779 Students

Benchmark Period 1
Report accurate as of 10-28-2001 03:12



District Reading Status

49

Schools	Struggling	Emerging	On Track	Students Measured	Total Students
Entire District	13% (98)	53% (413)	34% (268)	779	780
Campus1	13% (92)	54% (387)	33% (240)	719	720
Campus2	7% (2)	33% (10)	60% (18)	30	30
Campus3	13% (4)	53% (16)	33% (10)	30	30

The data above represents the overall status for your campus at Benchmark Period 1. Please consult the Class Reading Status report for instructions on how to support struggling, emerging, and established readers.
Finalization for First Grade: Benchmark Period 2 will occur on October 12th. Finalization for Kindergarten: Benchmark Period 1 will also occur on October 12th.

FIG. 10

Curriculum Implementation Survey

	Question	Answer
51	1) How useful were the professional development sessions you attended during the past 2 weeks?	Very Useful

	Observer	Time/Minutes
52	2) During the last two weeks, my classroom was observed by:	
	Principal	0
	Campus Reading Facilitator	0
	Reading Specialist	0
	Fellow Teacher	0

	3) What unit, adventure, and lesson are you currently facilitating in your classroom?	
	Unit:	01
	Adventure:	01
	Lesson:	01
	Assessment Checkpoint:	01

53 Evaluate how the following curriculum components are going in your classroom:

Fine = No Support Needed
Uneven = Some Support Needed
Challenging = Would Like Support

4) Implement Reading Stations	Fine
5) Use of the Curriculum Guide	Fine
6) Learning Station Rotations	Fine

54 7) Complete the Struggling Reader Checklist:

Struggling Reader	Attending Beginnings	Time Attending Per Week	Completing Daily Reading Stations	Additional Support
Audra Laine	Yes	0	Yes	
John Smith	Yes	0	Yes	
Betty Smith	Yes	0	Yes	
Al B. Sure	Yes	0	Yes	
Betty White	Yes	0	Yes	

FIG. 11

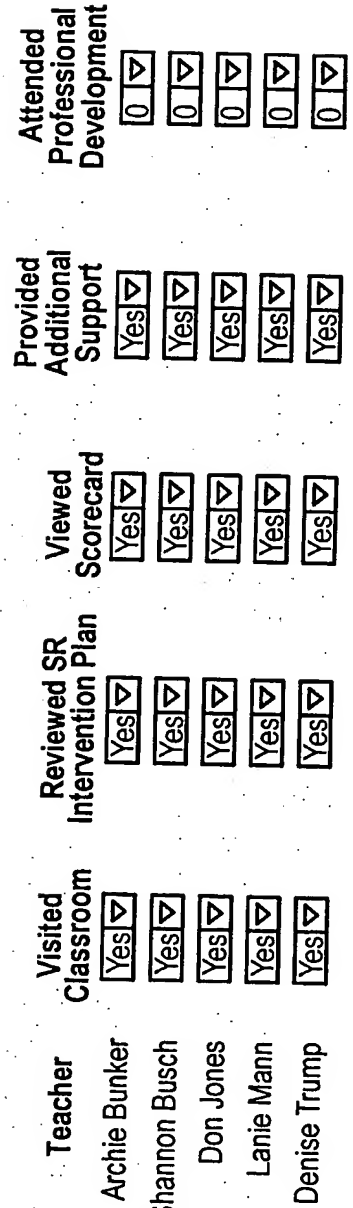

Teacher
Visited Classroom
Reviewed SR Intervention Plan
Viewed Scorecard
Provided Additional Support
Attended Professional Development
Archie Bunker
Yes
Yes
Yes
0
Shannon Busch
Yes
Yes
Yes
0
Don Jones
Yes
Yes
Yes
0
Lanie Mann
Yes
Yes
Yes
0
Denise Trump
Yes
Yes
Yes
0

FIG. 12A

Quality Assurance Checklist

Select 0 for **NOT DOING IT** if the teacher has yet to use that component of 100% Literacy.
Select 1 for **PLANNING TO DO IT** if the teacher has yet to use that component of 100% Literacy.
Select 2 for **DOING IT WITH SOME SUCCESS** if the teacher is using the component, though with less than total success
Select 3 for **DOING IT EFFECTIVELY** if the teacher is using the component with confidence and skill.

Teacher [▽] Time Spent Observing [0 ▽]

CORE CURRICULUM	USE
1) Teacher provides instruction in small same-ability groups in Reading Station. ★ Teacher provides instruction that is targeted to group's learning level ★ Teacher teaches deliberately and persistantly ● Teacher leads students from the Learning Station to Reading Stations ● Students respond individually and as a group ● Teacher monitors student progress and checks for mastery ● Teacher varies size of group and length of instruction depending on students' needs	[0 ▽]
2) The Curriculum Guide is used consistently and appropriately ★ Teacher closely follows daily lesson plan provided in Guide ★ Teacher uses models (from the Skill Development and Reading Station sections of Guide) with complete fidelity ● Teacher demonstrates familiarity with the day's lesson plan ● Teacher responds knowledgably to questions about the day's priority skills and the learning status of each student	[0 ▽]
3) Learning Stations are established and used as designed in the curriculum ★ Students complete Learning Station activity(ies) ● Materials for stations are prepared in advance ● Students are mixed-ability grouped for Learning Stations	[0 ▽]

FIG. 12B

TITLE: Method and System for Preventing Illiteracy in Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

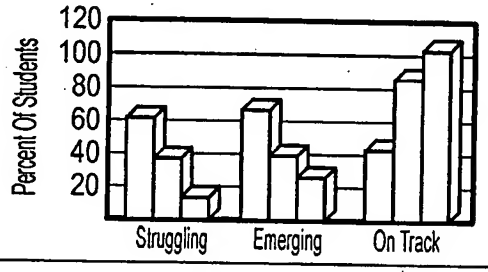
Welcome, Mary Washington

Here are your classroom Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002

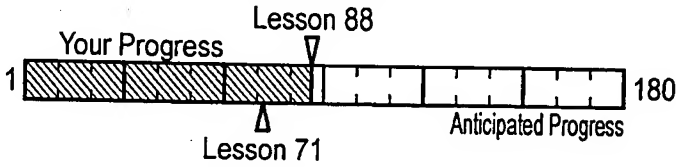
ACTIVITIES 57

Action	Upcoming Milestones	Status
VIP Benchmark	Benchmark 2. Scores due by March 21, 2002	3 of 23 student scores recorded
Curriculum Implementation	Next survey due March 27, 2002	Complete Survey
VIP Progress Monitoring	Weekly scores due March 15, 2002	3 of 6 struggling readers scores recorded

Student Progress 58



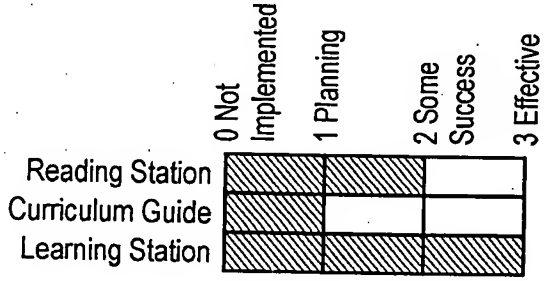
Curriculum Pacing 59



Professional development 61

Attended 2 sessions
- Need support implementing reading stations
- Need some support with Learning Station Rotations

Instructional Fidelity 60



Struggling Reader Intervention 62

Struggling Reader	Attending Beginnings	Time Attending Per Week	Completing Daily Reading Stations	Additional Support
John Smith	Yes	90	Yes	N/A
Betty Smith	Yes	90	Yes	N/A
Al B. Sure	Yes	60	Yes	ESL

FIG. 13

19/24

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

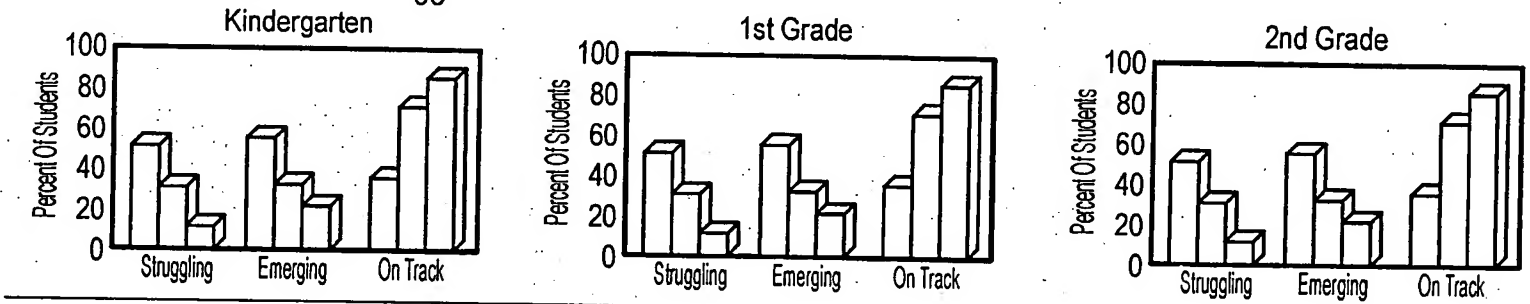
TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

Welcome, Joseph Conrad
Here are your school Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002

Activities 64

Activity	Upcoming Milestones	Status
VIP Benchmark	Finalize K Benchmark 2 on March 4, 2002	56 of 201 student scores recorded
	Finalize 1st Grade Benchmark 3 on By March 15, 2002	67 of 178 student scores recorded
Curriculum Implementation	Next survey due March 27, 2002	Complete Survey
Quality Assurance Checklist	Next checklist due by March 14, 2002	Busch - Perform Checklist (12/1) Jones - Perform Checklist (2/7) Mann - Perform Checklist (2/9) Bunker - Edit Checklist (9/5) Trump - Edit Checklist (2/8)

STUDENT PROGRESS 65



Curriculum Pacing 66

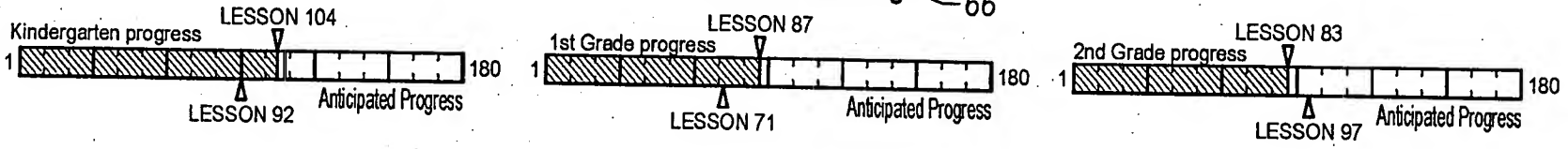


FIG. 14A

Instructional Fidelity 67

Teacher	Visited Classroom	Visited Scorecard	Provided Additional Support	PD Attendance	Mini QAC
Archie Bunker	No	Yes	Yes	0	
Shannon Busch	No	No	No	1	
Don Jones	Yes	Yes	Yes	2	
Lanie Mann	Yes	Yes	No	1	
Denise Trump	Yes	Yes	Yes	2	

Professional Development 68

Kindergarten

On average teachers attended 2 sessions.

First Grade

On average teachers attended 2 sessions.

Archie Bunker

- Requests support implementing Reading stations
- Requests some support with Learning Station Rotations

Don Jones

- Requests support with the use of the Curriculum

Struggling Reader Intervention 69

Grade	Struggling Readers	Attending Beginnings	Time Attending Per Week Average	Completing Daily Reading Stations
Kindergarten	83	72	56 min	79
1st Grade	64	84	45 min	98
2nd Grade	32	90	30 min	120

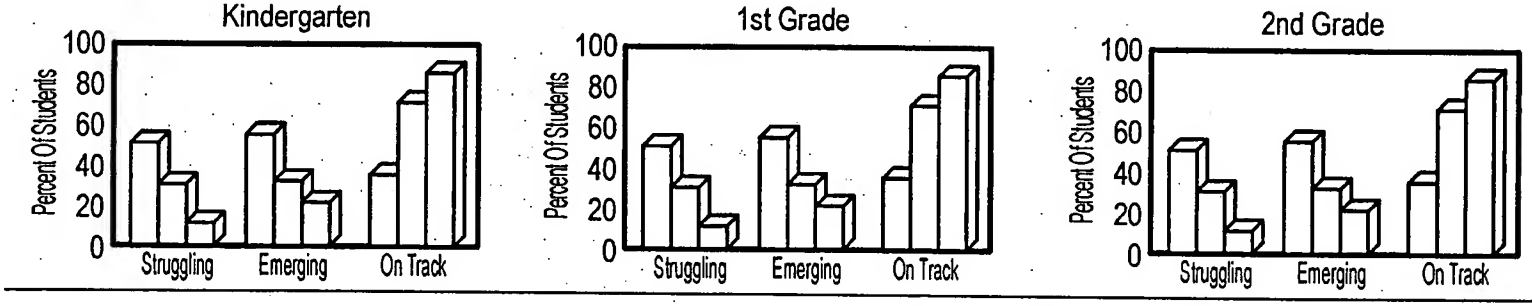
FIG. 14B

TITLE: Method and System for Preventing Illiteracy in Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

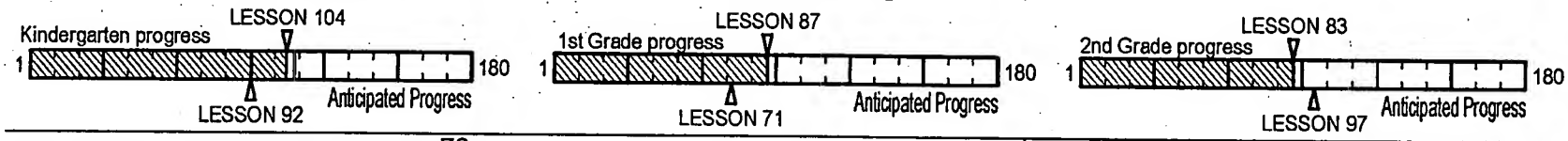
Welcome, John Tate

Here are your district Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002

Student Progress — 71



Curriculum Pacing — 72



Struggling Reader Intervention — 73

Grade	Struggling Readers	Attending Beginnings	Time Attending Per Week Average	Completing Daily Reading Stations
K	83	72	51 min	67
1st	71	90	56 min	79
2nd	98	87	44 min	92

Professional Development — 74

Kindergarten
On average teachers attended 2 sessions.

1st Grade
On average teachers attended 3 sessions.

2nd Grade
On average teachers attended 1 sessions.

List of Schools — 75

School	Struggling(%)	Emerging(%)	Tracking(%)
ABC Elementary	52 (13%)	23 (13%)	23 (13%)
DEF Elementary	34 (8%)	65 (30%)	65 (30%)
HIJ Elementary	86 (19%)	19 (5%)	19 (5%)
KLM Elementary	125 (43%)	44 (18%)	367 (69%)

FIG. 15

TITLE: Method and System for Preventing Illiteracy In Substantially All Members of a Predetermined Set of Students
INVENTOR(S): Best, et al.
DOCKET NO.: 10208-43

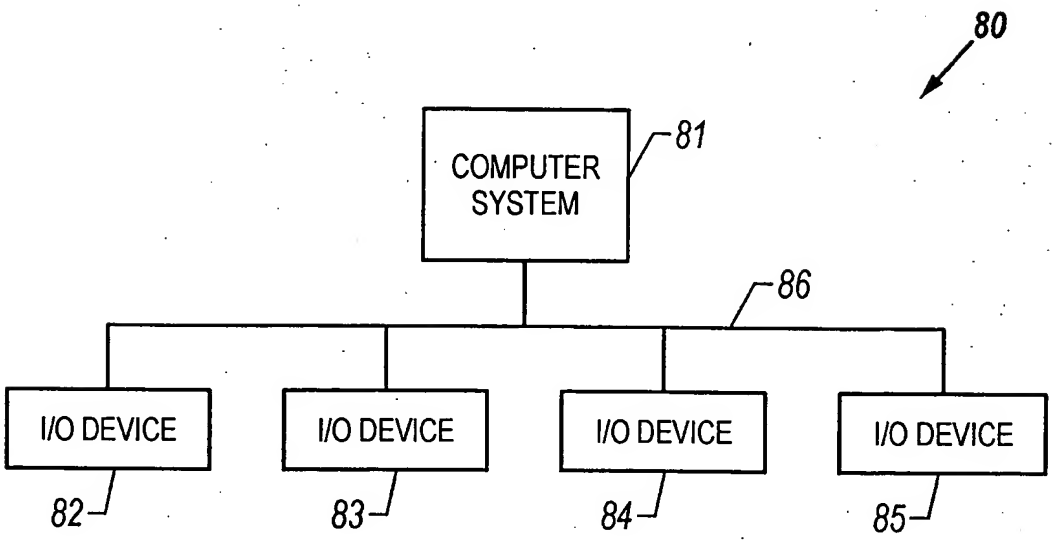

80
COMPUTER SYSTEM
81
86
I/O DEVICE
I/O DEVICE
I/O DEVICE
I/O DEVICE
82
83
84
85

FIG. 16

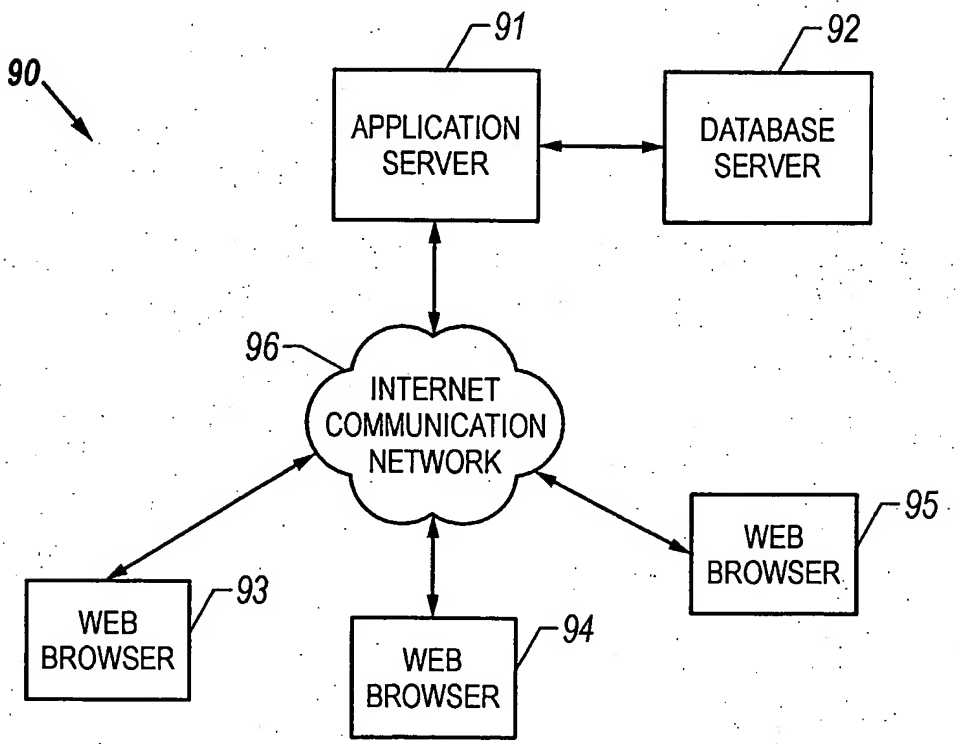

90
91
92
APPLICATION SERVER
DATABASE SERVER
96
INTERNET COMMUNICATION NETWORK
95
WEB BROWSER
93
WEB BROWSER
94
WEB BROWSER

FIG. 17

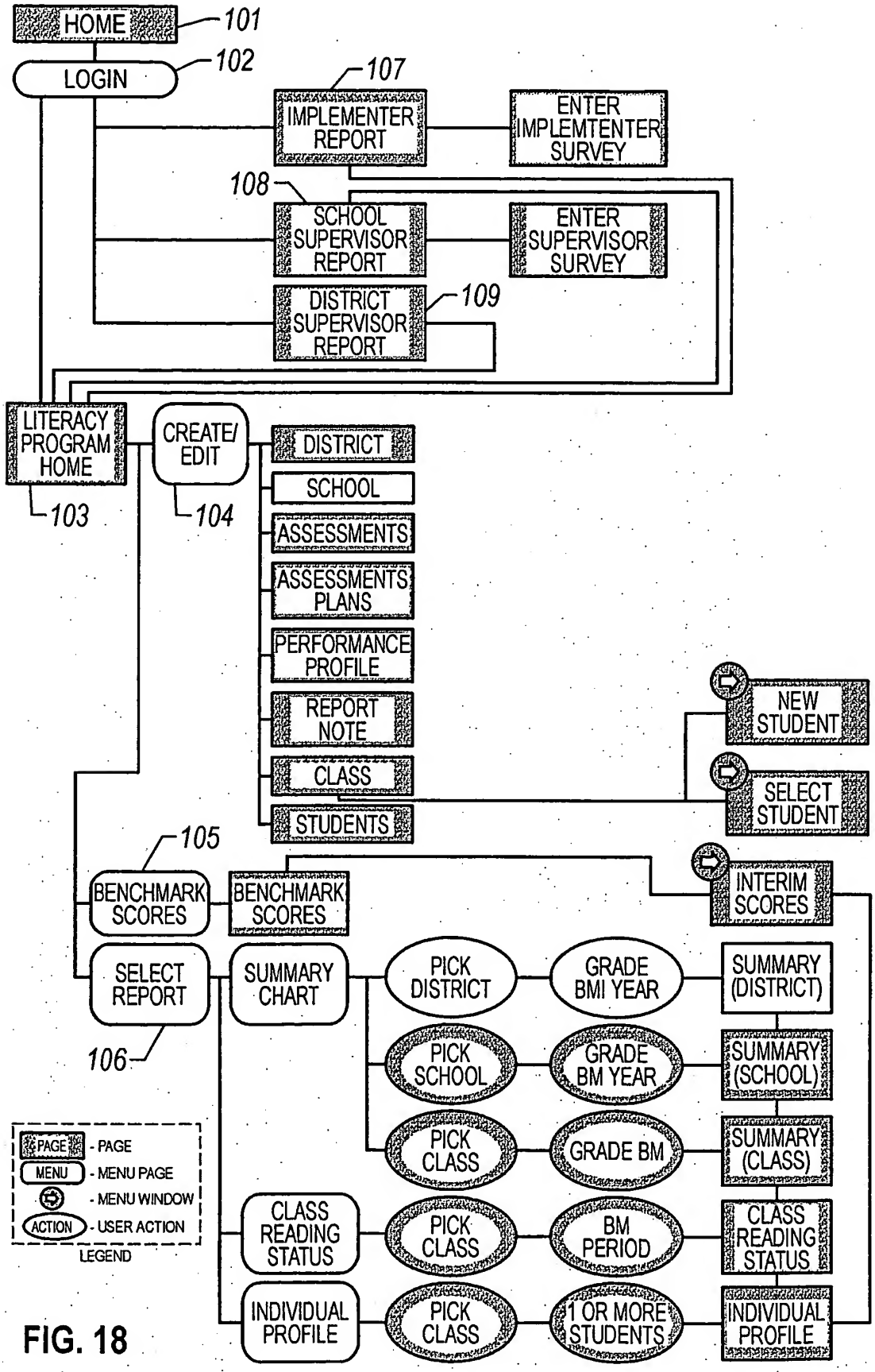

HOME
101
LOGIN
102
107
IMPLEMENTER REPORT
ENTER IMPLEMTENTER SURVEY
108
SCHOOL SUPERVISOR REPORT
ENTER SUPERVISOR SURVEY
DISTRICT SUPERVISOR REPORT
109
LITERACY PROGRAM HOME
103
CREATE/ EDIT
104
DISTRICT
SCHOOL
ASSESSMENTS
ASSESSMENTS PLANS
PERFORMANCE PROFILE
REPORT NOTE
CLASS
STUDENTS
NEW STUDENT
SELECT STUDENT
105
BENCHMARK SCORES
BENCHMARK SCORES
INTERIM SCORES
SELECT REPORT
106
SUMMARY CHART
PICK DISTRICT
GRADE BMI YEAR
SUMMARY (DISTRICT)
PICK SCHOOL
GRADE BM YEAR
SUMMARY (SCHOOL)
PICK CLASS
GRADE BM
SUMMARY (CLASS)
CLASS READING STATUS
PICK CLASS
BM PERIOD
CLASS READING STATUS
INDIVIDUAL PROFILE
PICK CLASS
1 OR MORE STUDENTS
INDIVIDUAL PROFILE
PAGE - PAGE
MENU - MENU PAGE
- MENU WINDOW
ACTION - USER ACTION
LEGEND

FIG. 18